



SEND Information Report

Elm Tree Primary School

Date of next review: September 2027

Signature: L. Begley

Date: September 2026

Introduction

Welcome to our SEND information report which is part of the Suffolk Local Offer for learners with Special Educational Needs and/or Disabilities (SEND). The local offer is where parents can find out what is available in Suffolk to support their child.

Click on the link below to find out more:

[Suffolk InfoLink | Suffolk SEND Local Offer](#)

Schools have a legal duty to publish a SEND policy and information on their website about how they support pupils with SEND. The SEND policy is available on the school's website in the Policies section. The information published must be updated annually.

This is what our school has to offer

At Elm Tree Primary School we are committed to working together with all members of our school community. Our school offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

Name of SEND Governor: Mark Chapman

Name of SENDCO: Loretta Begley

Name of Headteacher: Julia Halliday

Chair of Governors: Mark Chapman

If you have specific questions about the Suffolk Local Offer or if you think your child may have SEND please speak to their Class Teacher or contact Loretta Begley our SENDCO 01502 562930.

What types of SEND are provided for?

The SEND Code of Practice 2015, pages 97-98, outlines four broad areas of need. It states:

‘These four broad areas give an overview of the range of needs that should be planned for.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.’

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia Moderate learning difficulties Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD) Attachment Disorder
Sensory and/or physical	Hearing impairments Visual impairment Multi-sensory impairment Physical impairment

Provision at Elm Tree Primary School is made to support all pupils' needs; they do not need to have an EHCP or a specific diagnosis for this to happen. We consider all services available to us to support pupils.

What should I do if I think my child has SEN?

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age:

or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post16 institutions.”

If your child is identified as having SEND, we will provide provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome any barriers to their learning.

All our class teachers are aware of SEND and are alert to the presence of any pupils who are not making expected progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition and try to fill it. Pupils who do not have SEND usually make progress quickly once the gap in their learning has been filled. A child receiving interventions to fill gaps is not always a child on the SEND register.

Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning. At Elm Tree Primary we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, the school has a responsibility to support via a range of interventions. This does not mean that all vulnerable learners have SEND. Only those with a difficulty that requires special educational provision will be identified as having SEND.

Step 1	Step 2	Step 3	Step 4
If you think your child might have SEND, the first person you should do is speak to your child’s teacher.	We will meet with you to discuss your concerns and try to get a better understanding of what your child’s	After carrying out assessments and observations, we will have further discussions with parents regarding if	If outside support is required (EHCP, SES, Speech and Language Therapy, Occupational Therapy or a

They will speak to the SENCO, Miss Begley, and share any concerns you both may have. Miss Begley will be in touch to discuss your concerns. You can also contact the SENCO directly.	strengths and difficulties are. Following this, we will need a half term to carry out observations and assessments.	your child's needs are being met through our Universal Offer or if an assess, plan, do, review cycle be is to be put in place. We will then have a conversation about adding your child to the SEND register.	neurodevelopmental referral), please allow us a 6 month period to carry out a minimum of two assess, plan, do, review cycles. This will enable us to give accurate information regarding the needs of the child.
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How will the school measure my child's progress?

The school measures pupils' progress using a graduated approach of *Assess, Plan, Do, Review* to ensure support is carefully targeted and effective. During the planning stage, staff identify the main barriers to learning and areas of concern and carry out a set of pre-assessment tasks to establish a clear baseline. This helps us decide which provision and strategies should be put in place to help overcome and remove these barriers. The agreed support is then implemented over the course of a school term. At the end of the term, post-assessment takes place to measure progress and identify the impact of the intervention. During the review, outcomes are evaluated: if a child has made sufficient progress, they may no longer require additional support and could be removed from the SEND register. For others, provisions and strategies will be revisited, refined, or adapted to ensure continued progress.

Assess, Plan, Do and Review (Graduated Response)



If a child has an Education, Health and Care Plan (EHCP), they will also have an Individual Education Plan (IEP) which includes clear, short-term targets that support progress towards the long-term outcomes set out in the EHCP. These targets are created by the class teacher, in consultation with the SENDCo where appropriate, and are shared with parents to ensure they are understood and agreed. Parents are encouraged to contribute and may request changes to targets if they feel adjustments are needed. IEPs are reviewed termly to monitor progress and update targets. In addition, the EHCP itself is reviewed annually through a formal meeting between the SENDCo and parents, alongside any other professionals the school or parents wish to invite, such as representatives from the local authority, health professionals, or other relevant agencies.

How are you and your child involved in decision making about your child's education?

The school is committed to working in close partnership with parents and carers to ensure clear communication about progress and support. We provide annual written reports on your child's progress, with an additional attainment report at the end of the spring term. Your child's class teacher will meet with you at a minimum twice per year to discuss the targets set for your child's progress, review progress towards previous

targets, explain the provision and strategies in place, and identify how you can support these targets at home. Where appropriate, the SENDCo may also attend these meetings. We recognise that you are the expert on your child and value your views; our aim is to ensure you have a full understanding of how we are meeting your child's needs so you can share what you feel works best. If your child's needs or aspirations change at any time, please let us know. Should you have concerns between meetings, you are encouraged to contact the class teacher or SENDCo. The involvement of the child will depend on their age and level of understanding; where appropriate, we will seek your child's views and create a one-page profile, completed with the support of an adult who knows them well

How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will ensure that your child has access to a broad and balanced curriculum in every year they are at our school. Our universal offer is evident in all classrooms and is available to all children.

Area of Need	Possible Diagnoses	Our Universal Offer
Communication and Interaction	Autism Developmental Language Disorder Selective Mutism Speech, Language and Communication Needs (SLCN) Speech Sound Disorder Stammering	BSL Visual symbols Modelling language Eye contact Use child's name before speaking Language Link Assessment Speech Link Assessment Clear and concise language Comic strip conversation PACE language Social story
Cognition and Learning	Dyslexia Dyscalculia Dysgraphia Moderate, Severe or Profound Learning Difficulty Processing Difficulties	Coloured background on PowerPoints Low arousal PowerPoints Tinted reading overlay Tinted exercise book Tinted whiteboard Recording work in an alternative way (written, pictorially, laptop, Vocaroo) Manipulatives to support learning Adapted task design Stem sentences Heard to read regularly Word maths

		Phonics mats Repeated instructions Extra modelling Targeted intervention Small group work Adapted level of challenge and expectation
Social, Emotional and Mental Health	Attention Deficit Hyperactivity Disorder (ADHD) Attention Deficit Disorder (ADD) Pathological Demand Avoidance (PDA) Post Traumatic Stress Disorder (PTSD) Adverse Childhood Experiences (ACE) Attachment Disorders Anxiety Depression Eating Disorders Self-harming Behaviours	Bespoke community circle PACE language Comic strip conversations Social story Wobble cushion TheraBand Putty Fidget stone Specific seating arrangement Doodle dot Emotion check-in
Sensory and Physical	Developmental Co-ordination Disorder (DCD) Sensory Processing Disorder Physical Fatigue Motor Skills Issues Postural Difficulties Epilepsy Joint/Bone Condition Visual Impairment Hearing Impairment Multisensory Impairment Sensory Overload	Repeating instructions Low arousal classroom Enlarged resources Pencil grip Variety of writing tools (laptop, voice recording, graphics) Handwriting pen Environment spaces not too visually stimulating Visual reminders

Every teacher/practitioner is expected to adapt their classroom, teaching and resources to help children with SEND make the best progress they can. The SENDCo supports teachers to enable this to happen by providing advice and training. We will adapt or differentiate how we teach to suit the way the pupil works best.

These adaptations include:

- Adapting our curriculum to make sure all pupils can access it, for example, by grouping, 1-to-1 work and adapting the teaching style or content of the lesson
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary and reading instructions aloud
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables and larger font

- Teaching assistants will support pupils on a 1-to-1 basis as required
- Teaching assistants will support pupils in small groups as required.

We may also provide interventions such as:

Area of Need	Condition	How we support these pupils
Communication and Interaction	Autism Spectrum Disorder	BSL PECS Attention Autism Intensive Interaction Visual Timetable Social Stories Now and Next Board Talkabout Intervention Lego Therapy Objects of Reference
	Speech and language difficulties	Speech and Language Link interventions Phonological Awareness
Cognition and Learning	Specific learning difficulties including dyslexia, dyspraxia and dyscalculia	Harberton Reading Programme Snip Spelling Precision Teaching Essex Maths Intervention Read Write Inc 1:1 Phonics Tutoring Beat Dyslexia Reader Pen Clicker
	Moderate learning difficulties	
	Severe learning difficulties	
Social, emotional and mental health	ADHD	Hamish and Milo Hamish and Milo: Families Together ELSA Socially speaking Draw and Talk Zones of Regulation Movement breaks Safe space
	Adverse childhood experiences and/ or mental health needs	
Sensory and/or physical	Hearing impairment Visual impairment Multi-sensory impairment Physical impairment	Write from the Start Writing slope Assistive technology such as voice to text Pencil grips Sensory circuits

The type of support is dependent on the individual's needs. This support will be highlighted on an individual provision plan and shared with parents following review. The plan also indicates other important pieces of information including data for each term, parental and pupil voice, the impact of previous provision and any new identified needs.

Staff Training

All our class teachers and teaching assistants receive both in house training and external training where necessary. Both teachers and TAs receive the same training related to SEN provision within the school.

Our school SENDCO, Miss Begley, attends numerous training courses throughout the year and filters this information to all staff.

In the previous year, the training delivered has included: PACE, Attention Autism, Hamish and Milo, Speech and Language Therapy and 1:1 phonics tutoring.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- Speech and language therapists
- Specialist Education Service
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

How will the school support my child's mental health and emotional and social development?

We help pupils grow emotionally and socially in several ways, including:

- Encouraging pupils with SEND to take part in Pupil Forums
- Holding regular meetings with the SENDCO to listen to the views of pupils with SEND
- Offering extra pastoral support and interventions for pupils who need help with social or emotional development.

We have a strict 'zero tolerance' policy on bullying to ensure all children feel safe and respected. You can find more details in our [Anti-bullying Policy](#).

Funding

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

Other Opportunities for Learning

All learners should have the same opportunity to take part in extra-curricular activities. At Elm Tree Primary, we are offering a range of additional clubs and activities. This list is updated regularly and is available from the school office and on our school website. All staff at Elm Tree Primary School have regular training on the Equality Act. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities." Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation, hence the term SEND.

For more information about the Equality Act, the protected characteristics or duties on public bodies, please click on the link below:

<https://www.gov.uk/guidance/equality-act-2010-guidance>

Preparing for the next step

Moving on is part of life for all learners.

Between years

To help prepare pupils with SEND for a new school year:

- Both current teacher and the next year's teacher will attend a transition meeting in which the pupil's SEND is discussed with a member of the senior leadership team.
- Where required, a bespoke transition plan will be put in place through discussion with parents and teachers.

Between schools in the primary phase

When your child is preparing to move on from our school, we will share relevant information with the new setting.

Between primary and secondary settings

The SENDCo of the high school will meet with our SENDCo. They will discuss the needs of all the children who are receiving SEND support.

Have your say

We welcome everyone helping to shape and develop provision for all our learners, aiming at achievement for all. This SEND report sets out Elm Tree's offer to children with SEND which will be reviewed annually. We welcome your involvement in the process for next year's report. Come and help us make a difference for your child and others.

What should I do if I have a complaint about my child's SEND support?

Please see our complaints policy.

Complaints about SEND provision in our school should be made to the SENDCO in the first instance. You will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#)

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services
- Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

The contact details of the disagreement resolution and mediation services for Suffolk are:

01473 618675 (SEND Helpline)

01473 622888 (Main Office)

admin@angliacaretrust.org.uk

<http://www.angliacaretrust.org.uk>

What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Suffolk's local offer. Suffolk County Council publishes information about the local offer on their website:

<https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer>

The contact details of our local special educational needs and disabilities information advice and support services (SENDIASS) organisation are:

Sendiass@suffolk.gov.uk

<https://suffolksendiass.co.uk/>

Useful Links

Suffolk SEND Local Offer:

[Suffolk InfoLink | Suffolk SEND Local Offer](#)

Suffolk SEND Directory:

[Suffolk InfoLink | Suffolk SEND Local Offer](#)

Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS):

[Home - Suffolk SENDIASS](#)

Autism Support - Autism Anglia:

<http://www.autism-anglia.org.uk/>

Speech and Language Therapy:

[Suffolk InfoLink | Children's Speech and Language Therapy](#)

Physical and Sensory disability support -Riding for the Disabled:

<http://www.rda.org.uk/>

Bereavement Support - Nelsons Journey:

<http://www.nelsonsjourney.org.uk/>

Dyslexia Support – British Dyslexia Association:

<https://www.bdadyslexia.org.uk/>

Indigo Centre:

<http://www.4dyslexics.com/>

Young Carers:

<https://www.childrenssociety.org.uk/information/young-people/young-carers/local-service-finder>